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ABSTRACT

Program evaluation at Waukesha County Technical Institute consists of two phases: a review of student enrollment, job placement, and program costs, which occurs every two years; and a comprehensive review of program content, student job performance, and instructional effectiveness, which occurs every five years. A schedule for conducting program evaluations is established by the program coordinator, with the realization that the necessary information must be collected annually. In some instances, it has been desirable to conduct extensive research through the Office of Research and Planning. In these cases, the following procedures are observed: (1) specify information sources and minimum standards; (2) collect data to assess program content; (3) review the competencies taught in the program; (4) solicit employers' assessment of the appropriateness of these competencies; (5) organize and analyze information; (6) assess student competence; and (7) assess instructional effectiveness. The results of such a program evaluation may necessitate that the program be revised or discontinued. If it is determined that the program should be discontinued, a report must be prepared including information on enrollments, placements, curriculum, facilities, staff, impact considerations, and schedule for discontinuance. The evaluation procedure description is appended by a program evaluation form. (AYC)

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WTI

Instructional Services

Vital Signs of Program Effectiveness

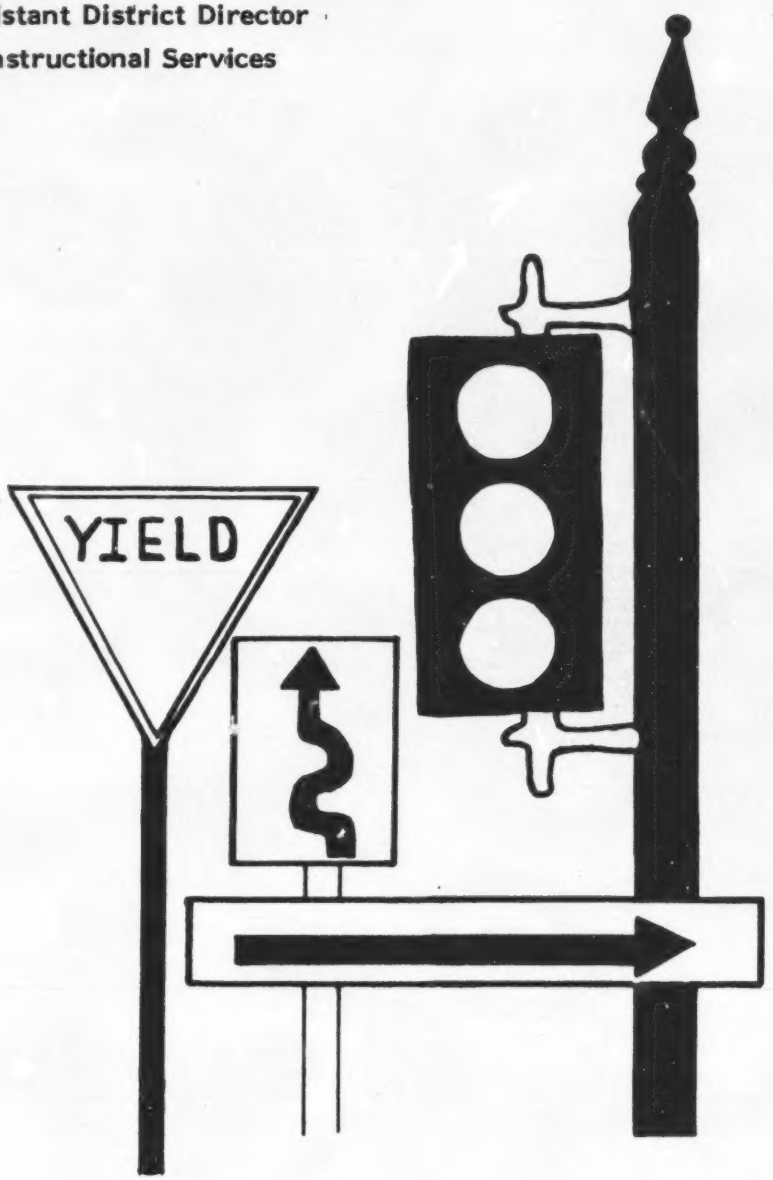
program evaluation procedure

James C. Catania
Assistant District Director
Instructional Services

Enrollment

Job Placement

Program Costs



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Instructional Effectiveness

Program Content

Student Job Performance

JC800 311

Waukesha County Technical Institute

This program evaluation procedure provides information regarding student enrollment, job placement, and program costs. It also includes three indicators of program effectiveness: program content, student job performance, and instructional effectiveness. This comprehensive document was prepared by James C. Catania, Assistant District Director, Instructional Services, Waukesha County Technical Institute, Pewaukee, Wisconsin.

PROGRAM EVALUATION

INTRODUCTION

Program Evaluation at Waukesha County Technical Institute consists of two phases: 1) a review of vital signs, which is to occur once every two years for each program, and 2) a comprehensive review, which may occur immediately following the review of vital signs, but must occur at least once every five years for each program.

I. VITAL SIGNS

The three indicators considered to be vital signs of program effectiveness are:

A. Student Enrollment

B. Job Placement

C. Program Costs

Information regarding vital signs must be formally analyzed and reported once every two years for each program. The results of this analysis may indicate a comprehensive review should be initiated.

II. COMPREHENSIVE REVIEW

The three indicators of program effectiveness which are to be analyzed in the comprehensive review are:

A. Program Content

B. Student Job Performance

C. Instructional Effectiveness

Information regarding these indicators of program effectiveness must be formally analyzed in a written report at least once every five years for each program, or sooner if the results of the review of Vital Signs indicate that additional information is needed.

III. DEFINITIONS

Program	The term "Program" includes all associate degree, vocational diploma, and apprenticeship programs.
Student Enrollment	Student enrollment is to be reported in terms of headcount and F.T.E.'s. The number of students (headcount) and the number of full-time equivalents (F.T.E.'s) must be reported in five categories: 1) day school full-time, 2) day school part-time, 3) evening school full-time, 4) evening school part-time, 5) summer school.
Job Placement	Job Placement is defined as: 1) the total number of students who have graduated from the program for a given year and who have obtained a job requiring the knowledge and skills of the program within six months after graduation, and 2) the total number of students who left a particular program prior to graduation for a given year but who have obtained a job requiring the knowledge and skills of the program within three months of their departure. Early exits must have completed at least 25% of their program as determined by hours of credit granted by WCTI in the occupational subjects.
Attrition	Attrition refers to the full-time student who has not completed a program and has left the institution. Exempted from attrition are those who receive job placement as defined above.

Program Costs	Program costs for purposes of program evaluation are based on all direct costs related to the program. These include faculty salary and fringe benefits, support staff costs, supplies and equipment, related supervisory and administrative costs, and other expenses outlined in the Instructional Services Program Costing System.
Relevance of Program Content	Relevancy of program content is determined by examining the degree of congruence between the program competencies taught and the program competencies needed for the occupational area. Competencies needed for the occupational area may be determined by the instructional staff and the program's advisory committee. In some instances it may be desirable to conduct extensive research through the office of research and planning. Procedures for extensive research are identified in section 5.1, page 6.
Student Competence	Student competence refers to the student's ability to perform on the job as determined from information received from the student and the student's employer. The program coordinator may design an instrument for obtaining this information or may use information collected on a regular basis by the office of research and planning.
Instructional Effectiveness	Instructional effectiveness related to the overall performance of the instructional staff within a given program as determined by the WCTI Faculty Evaluation System. A generalized report summarizing the results of faculty evaluation including student opinionnaires, is to be submitted to the division chairperson.

IV. SCHEDULE

A schedule for conducting program evaluation must be established by the program coordinator, keeping in mind that it will take two years to obtain information regarding the Vital Signs of enrollment, placement, and costs. The following is an example of a possible schedule for one program:

1. Obtain and record enrollment figures for 80/81 - May, 1981
2. Obtain and record cost information for 80/81 - June, 1981
3. Obtain placement information for 80/81 - March, 1982
4. Submit Vital Signs report for 80/81 - April, 1982

An additional six months should be allowed for completing a comprehensive review. While reporting is to occur once every two years for each program, the necessary information must be collected annually.

V. CRITERIA OF PROGRAM EFFECTIVENESS

The specific criteria for improving program effectiveness, as related to the Vital Signs, are to be established by the division. The specific criteria for judging program effectiveness is not standardized, but will vary from program to program considering varying circumstances. As an example, the specific criteria for improving the success of Program A might be to decrease cost by 3% while increasing job placements by 5%; whereas the criteria for improving the success of Program B might be to increase enrollment by 4% while holding cost increases to 1%. These goals are to be discussed among the instructional staff, program coordinators, and the division chairperson.

VI. PROCEDURES

VITAL SIGNS

1. Each year the program coordinator is to determine which programs will be evaluated, keeping in mind that: a) information regarding vital signs (enrollment, placement, costs) must be obtained and recorded annually, b) information regarding vital signs must be reported once every two years for each program, and c) a comprehensive review must occur at least once every five years for each program.

2. By the second Friday in April, the program coordinator is to submit to the division chairperson a report of the program's vital signs on Form-IS-141-180 (see Appendix A).

3. The division chairperson is to submit IS-141-180 to the assistant district director-instructional services by the last Friday of April.

4. If the division chairperson and program coordinator determine that additional study is in order then program evaluation may extend to a comprehensive review.

COMPREHENSIVE REVIEW

A comprehensive review of program effectiveness must occur at least once every five years for each program. The three indicators of program effectiveness which are to be analyzed and reported in the comprehensive review are: a) relevancy of program content, b) student job performance, and c) instructional effectiveness. A written report is to be submitted by the program coordinator to the division chairperson.

5. RELEVANCY OF PROGRAM CONTENT

Relevancy of program content is determined by examining the degree of congruence between the program competencies taught and the competencies needed for the occupational area. Competencies needed for the occupational area may be determined by the instructional staff and the program's advisory committee.

In some instances it may be desirable to conduct extensive research through the office of research and planning. The following procedures are to be observed when the services of research and planning are used for extensive research.

5.1 Collect Data

Prior to the collection of data, a program evaluation by the assistant district director-instructional services, for each program to be evaluated. The program counselor and appropriate state board staff shall be invited to serve on the committee.

The committee to be chaired by research and development staff, shall consist of: the appropriate division chairperson, program coordinator, program faculty, program counselor, curriculum specialist, division chairperson of general education, research specialist, and the appropriate VTAE state staff consultant, who will serve in an advisory capacity.

It is the responsibility of the committee to specify the sources of information for collecting data. Prior to the collection of data, the committee shall specify minimum standards regarding the sources of information and responses to be used in validating the study. It is also the responsibility of the committee to review the data and to make appropriate recommendations.

5.2 Collect Data to Assess Program Content

5.21 Review Competency Listing

Using input provided by the program faculty and general education, the research specialist compiles a list of competencies which is subsequently submitted to the program evaluation committee for approval. The program competency listing is then validated by the research specialist. If extensive research is to be conducted that involves employers the validity study will be conducted by the research specialist in the following manner:

a) Five employers are requested to review all entry-level competencies taught in the program.

b) The employer will identify any incongruities or concerns he/she may have relative to the list of competencies. The employer may rank each competency statement on a need scale of 1-5.

c) The employer may identify any competencies not included on WCTI's list of competencies.

d) Using the results of the validity study and input from the program evaluation committee and the program advisory committee, the survey instrument of competency statements is finalized.

5.22 Conduct Competency Survey of Business or Industry

a) A mailing list, which is representative of area employers in the program field, is formulated by the program evaluation committee with the assistance of the program advisory committee.

b) The survey instrument is mailed and recontacts are made until a representative number of employers have responded.

c) Results are tabulated and analyzed by the research specialist.

5.3 Organize and Analyze Information

After the sources of information have been specified, and the data obtained, the information will be organized and analyzed by the research department.

a) The research specialist is responsible for analyzing the data for the program evaluation committee.

b) The services of data processing may be used for assistance in obtaining and organizing supplemental information and for providing additional functions, such as, coding, storage, and retrieval.

c) The program evaluation committee will be responsible for:

1. Reacting to information collected and analyzed.

2. Making appropriate recommendations to the assistant district director-instructional services.

6. Assessment of Student Competence

Student competence refers to the student's ability to perform on the job as determined from information received from the student and the student's employer. The program coordinator may design an instrument for obtaining this information or may use information collected on a regular basis by the office of research and planning.

7. Instructional Effectiveness

Instructional effectiveness refers to the overall performance by the instructional staff within a given program as determined by the faculty evaluation system. A generalized report summarizing the results of faculty evaluation, including student opinionnaires, is to be submitted to the division chairperson.

VII. CORRECTION ACTION

The results of program evaluation may necessitate that the program must be revised or discontinued.

1. Revision

If program revision is necessary, proposed changes must be reviewed and acted upon by the advisory committee and the appropriate state staff consultant. Procedures identified on pp. 6-11, in the document entitled, Procedures for Establishing, Offering, and Revising Programs, Courses, and Activities, must be followed. Form IS-141-0876 must be submitted to the curriculum specialist for any program revision. The curriculum specialist will forward VE-AS-3 to the state director.

2. Discontinuance

If it is determined by the division that the program should be discontinued, then the following procedures are followed:

2.1 The division chairperson responsible for the program will submit a written report to the assistant district director-instructional services recommending discontinuance. In addition to the analysis and recommendations received from the Program Evaluation Committee, the report should include the following information:

1. Student Information

a. Enrollments

1) What would be the minimum enrollment number per semester necessary to operate an efficient program given present staff and existing facilities? _____

2) Identify the number of enrollments for the past five years.

YEAR	ENROLLMENTS		
	F. T.	P. T.	TOTAL

3) Describe past recruitment efforts, e.g., advertising, high school contacts, etc.

_____

_____

4) What evidence exists which would suggest future enrollment potential for the program?

_____

_____

b. Placements

1) Identify the number of graduates and non-graduates employed for the past five years.

	Number of		# Available In Labor Market		# Employed		# Working Related to Training	
Year	Grads	Non-Grads	Grads	Non-Grads	Grads	Non-Grads	Grads	Non-Grads

2) Describe, citing sources used, employment outlook for program graduates.

_____

_____

_____

2. Curriculum

a) Describe (or attach) the purpose, methodology, and analysis of the program's formal program evaluation study (competency survey).

_____

_____

_____

_____

b) Briefly describe past scheduling practices regarding time (e.g., time of day, year) and frequency of course offerings (e.g., offered over 1, 2, 5 years, etc.).

_____

_____

_____

_____

3. Facility, Resources, and Staff

a) Describe present facilities identifying 1) accessibility of location, 2) adequacy of size and conditions.

_____

_____

_____

b) Have present facilities been recently acquired or remodeled specifically for this program? _____ If "Yes," please describe.

_____

_____

_____

c) Identify resources and equipment which have been purchased and maintained especially for the program.

_____

_____

_____

_____

4. Impact Considerations

a. Curriculum

1) Identify other programs and/or courses related to the program recommended to be discontinued into which the students could readily be slotted.

_____

_____

_____

_____

2) Identify other Districts that offer the same program.

_____

_____

_____

_____

b. Facilities, Resources, and Staff

1) Identify alternate utilization plans for those facilities related to the program recommended for discontinuance.

_____

_____

2) Should disposition of equipment and resources be necessary, describe how it would be handled.

_____

_____

_____

3) Describe, if necessary, any particular staffing problems as affected by W.C.T.I. bargaining agreements.

_____

_____

_____

c. Finance

Describe fully the total anticipated cost impact resulting from program discontinuance.

_____

_____

_____

_____

_____

_____

5. Schedule

a. What is the recommended schedule for discontinuance? Identify:

1) Tentative effective date of discontinuance.

_____

2) Tentative date for communicating discontinuance to students, employers, and community at large.

_____

b. How will the schedule be adjusted to permit students who are currently enrolled to complete the program during "discontinuance"?

_____

_____

c. Estimate number of students presently enrolled in the program recommended for discontinuance who might enroll in other District programs.

_____

_____

2.2 Should the assistant district director-instructional services concur with the recommendation to discontinue, the report is to be forwarded to the district director and disseminated to student and administrative services.

2.3 Should the district director concur with the recommendation to discontinue, the assistant district director-instructional services will advise the division chairperson to contact the Program Advisory Committee and state consultant to seek additional input.

2.4 Should the recommendation to discontinue remain active after assessing additional input, the district director will forward the recommendation to the district board, along with Program Discontinuance Form VE-CU and any other additional information.

2.5 Should the district board approve the discontinuance, the report is forwarded to the state director.

2.6 Should the state board approve discontinuance the district director will notify the executive committee, and the executive cabinet.

2.7 After a program has been discontinued, should the district at a later date wish to reinstate the program, all procedures for a new program must be followed as identified in the VTAE Career Program Procedures Manual and the District's Instructional Development System.

APPENDIX A

WAUKESHA COUNTY TECHNICAL INSTITUTE

PROGRAM EVALUATION FORM

VITAL SIGNS OF PROGRAM EFFECTIVENESS

NAME OF PROGRAM _____

DIVISION _____

PROGRAM COORDINATOR _____

I. STUDENT ENROLLMENT:

A. Total number of students enrolled in the program for fiscal year _____ was _____.

B. Total number of F.T.E.'s awarded to the program for fiscal year _____ was _____.

C. Statistical breakdown of enrollment:

1. Headcount

Day School	Evening School	Summer School
F.T._____	F.T._____	F.T._____
P.T._____	P.T._____	P.T._____

2. F.T.E.'s

Day School	Evening School	Summer School
F.T. _____	F.T._____	F.T._____
P.T._____	P.T._____	P.T._____

II. JOB PLACEMENT

A. Total number of students who have graduated from the program and who have obtained a job requiring the knowledge and skills of the program within six months after graduation for fiscal year _____ was _____.

B. Total number of students who exited early from the program prior to graduation but who have obtained a job requiring the knowledge and skills of the program within three months of their exit for fiscal year _____ was _____. Early exits must have completed at least 25% of the program as determined by hours of credit granted by WCTI in the occupational subjects.

C. Attrition total _____.

III. PROGRAM COSTS

A. Total direct instructional costs $_____
B. Total program revenues _____
. Fees _____
. State Aid _____
. Miscellaneous _____
C. Net program cost per student _____

IV. RECOMMENDATION

A. Continue _____
B. Revise program _____
C. Initiate further study _____
D. Initiate procedures for discontinuance _____
E. Comments:

_____
PROGRAM COORDINATOR DATE

V. DIVISION CHAIRPERSON COMMENTS:

_____
DIVISION CHAIRPERSON DATE

VI. ASSISTANT DISTRICT DIRECTOR-INSTRUCTIONAL SERVICES COMMENTS:

_____
ASSISTANT DISTRICT DIRECTOR DATE
INSTRUCTIONAL SERVICES

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